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<b>Nota di contenuto</b>	Foreword -- Review Board Page -- Introduction; Stacey N. J. Blackman, Dennis. A. Conard and Launcelot I. Brown -- Section 1: Globalized Views of Inclusion in the Caribbean: Implications for Education Policy & School Organization -- 1. Evolution of Educational Inclusion Policy Discourse in Jamaica: From Colonialism to Globalization; Nigel Brissett -- 2. The Implications of Selective Secondary Education for Inclusive Education in Barbados; Marcia Pilgrim & Garry Hornby -- 3. Quantitative Research Methods and Design for Investigating Inclusive Education in the Caribbean; Chelseia Charran, Audrey M. Sorrells & North Cooc -- Section 2: Critical Debate on Education Exclusion and Overcoming Barriers to Participation in School -- 4. The Case of

Educational Exclusion of Children in the Eastern Caribbean; Verna Knight -- 5. The Marginalization of Poor Children in the Education System of Trinidad and Tobago: Insights From International Large-Scale Assessments and a Local Study; Jerome De Lisle -- 6. Black Mixed-Race Men and the Black Monster: Challenging the Axiom of Self-Fulfilling Prophecies; Remi Joseph-Salisbury -- 7. Addressing Antisocial Behavior and Violence as Barriers to Learning: Lessons from Jamaica's Change From Within Program; Therese Ferguson -- 8. Preparing Students for the 21st Century Through Family Engagement in Postsecondary and Workforce Readiness; Kayon Morgan -- Section 3: Decolonizing Pedagogy, Curriculum and Teacher Preparation in the Caribbean -- 9. Resetting the Instructional Culture: Constructivist Pedagogy for Learner Empowerment in the Postcolonial Context of the Caribbean; Erold Bailey -- 10. Fostering Critical Colonial Consciousness Through Queer Pedagogy; Keitha-Gail Martin-Kerr -- 11. Integrating Student Voices to Promote Inclusive Curricular Practices in Post-Colonial Education Systems in the Anglophone Caribbean; Roland Birbal and Iris Bradshaw-Hewitt -- 12. Inclusion, Critical Professionalism, and Transformative Practice; Lisa Ibrahim-Joseph & Jennifer Lavia -- Section 4: Leadership for Inclusive Education: Selected Studies from the Caribbean and USA -- 13. A North-South Dialogue on Principals' Understanding of Advocacy for and Barriers Faced Achieving Inclusive Education; Stacey N.J. Blackman, Dennis A. Conrad, Ken Williams, & Theresa Abodeeb-Gentile -- 14. Recollections, Perspectives, and Recommendations of an Educator and a Gentleman In Memory of Ewart 'Werty' Taylor; Dennis A. Conrad and Launcelot I. Brown -- Conclusion: Achieving Inclusive Education: Where to Next?; Stacey N. J. Blackman, Dennis A. Conrad, and Launcelot I. Brown. .

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#### Sommario/riassunto

This book offers an international perspective of philosophical, conceptual and praxis-oriented issues that impinge on achieving education for all students. It sheds light on the historical, systemic, structural, organizational, and attitudinal barriers that continue to be antithetical to the philosophy and practice of inclusive education within the Caribbean. The first section of the book examines how globalized views of inclusion informed by philosophical ideas from the North have influenced and continue to influence the equity in education agenda in the region. The second section considers how exclusion and marginalization still occur across selected Caribbean islands. It provides both quantitative and qualitative data about the nature and experience of exclusion in selected Caribbean islands, the UK and USA. The third section tackles the practical realities of transforming education systems in the Caribbean for inclusion. In particular, it identifies teacher practices as the mainsite of interrogation that needs to be tackled if inclusion is to be successful. The fourth and final section examines the contribution of principals and exemplars to the development and advocacy for inclusive education. It discusses how educational leadership is understood, as well as the role of school principals in making inclusion a reality in schools, the challenges experienced and the qualities of education leaders. .

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